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1999-2000 School Year

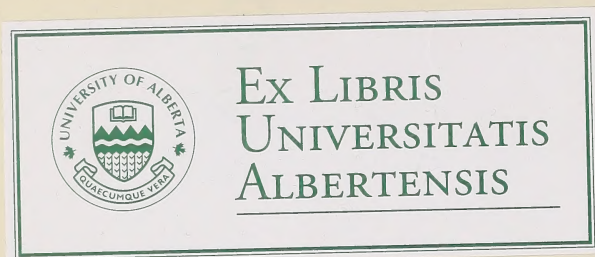
English 33 Information Bulletin

Diploma Examinations Program

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LEARNING



This document was written primarily for:

Students	✓
Teachers	✓ English 33 teachers
Administrators	✓
Parents	
General Audience	
Others	

Distribution: This document is posted on our web site. Our Internet address is <http://ednet.edc.gov.ab.ca>

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Purpose of the Bulletin

The purpose of these bulletins is to provide students and teachers with information about the diploma examinations scheduled for the 1999–2000 school year.

Please share the contents of these bulletins, particularly the sample questions, writing assignments, and the scoring criteria, with your students.

These bulletins include

- descriptions of diploma examinations that will be administered in November 1999, and in January, April, June, and August of 2000
- the blueprints for the examinations
- the scoring criteria for the 1999–2000 school year
- suggestions for students about writing the examinations
- descriptions of the standards for the courses and examinations
- examples of students' responses for Mathematics 30, Mathematics 33, Science 30, Biology 30, Chemistry 30, Physics 30. (Examples of students' responses for humanities examinations are on the extranet.)

Information for Markers/Teachers

Scoring and Marking of the Examinations

Scoring and marking of the examinations takes place shortly after each administration date.

All writing assignments and extended-response assignments are scored by teachers selected from among those who have been recommended as markers by their superintendents to the Student Evaluation Branch.

In early September, the Student Evaluation Branch sends superintendents a letter requesting the names of recommended markers. Dates for scoring the examinations are announced in this letter.

Student Evaluation Branch staff contacts recommended markers before each marking session to confirm their participation, as well as the dates and times for marking.

Qualifications

To qualify for recommendation by a superintendent, a teacher must have taught the diploma examination course for two or more years, be teaching the course in the current school year, hold an Alberta Permanent Professional Teaching Certificate and be employed by a school authority in Alberta.

Dates for Recommendation

Teachers who wish to be recommended as markers for the January or June diploma examinations should contact their superintendent by the dates given below. A teacher should clearly indicate to the superintendent which examination he or she wishes to mark.

Administration

January, 2000

June and August, 2000

Contact Superintendent by

October 1, 1999

March 1, 2000

Markers for the November examinations will be selected from the list submitted by superintendents for the previous June marking session; markers for the April examinations will be selected from the list for the previous January marking session.

Criteria for Selection

In most subjects, more teachers are recommended as markers by superintendents than are required by the Student Evaluation Branch for any one marking session. The following criteria are used when markers are selected for a particular marking session:

- experience as a marker (in some subjects, qualified first-time markers will be selected first; all selection will be done to balance numbers of new and experienced markers.)
- regional representation
- proportional representation by student population

Please note: teachers may mark only one subject in a marking session. No teacher may mark both a diploma examination and an achievement test in July.

Examination Development

As the need arises for teachers to participate in item writing and field testing, letters are sent to superintendents requesting their nominations. Item writing takes place throughout the year and is a vital component of the diploma examination program. Field testing provides important validation of questions. It also provides students and teachers with the opportunity to become familiar with the nature of questions they will encounter on future diploma examinations. Only teachers who have been nominated by their superintendents are eligible to participate in these activities. Teachers who are interested in these activities should contact their superintendents.

Inservices and Presentations

If you are seeking information about or wish to book a workshop related to diploma examinations, interpretation of examination results, and other examination-related issues, contact your Professional Development Consortia. You may also contact either Elana Scraba, Assistant Director Humanities, or Corinne McCabe, Assistant Director Mathematics/Science, at the Student Evaluation Branch at 780-427-0010 for information and to book speakers.

Other Important Documents

Student Evaluation produces many important documents that people who are seeking information about diploma examinations will find helpful. All of these documents are posted either on the Alberta Learning site (<http://ednet.edc.gov.ab.ca>) or on the secured Alberta Learning extranet.

- *Students First: A Guide for Students Preparing to Write a Diploma Examination*—A *Students First* guide is produced for each diploma examination subject. These publications contain valuable information and suggestions for students about examination preparation and examination writing. We recommend that students and teachers examine these documents early in the term to prepare for the diploma examinations
- *General Information Bulletin, Diploma Examinations Program (1999–2000)*—Each September, the Student Evaluation Branch sends all superintendents and senior high school principals copies of the *General Information Bulletin, Diploma Examinations Program*. This bulletin provides the information, dates, policies, and rules that apply to the administration of all diploma examinations for the school year. It also provides information about partial writings, the use of word processors, the use of calculators, accommodations for students with learning and/or physical disabilities, dates for examination administration, and definitions of mature students, among other things.
- *Examples of Students' Writing*—Samples of student writing from the January 1999 examination administration of English 30, English 33, Social Studies 33, and Social Studies 30 are posted on the Alberta Learning extranet. These examples represent the standards set for the marking of the examination. Teachers are able to access this secured web site through their school's identification number.
- *Examiners' Report*—Following the administration of January and June diploma examinations, the Student Evaluation Branch produces an *Examiners' Report* for each diploma examination. These documents are sent to all senior high schools in Alberta, and are posted on Alberta Education's extranet site.

Each *Examiner's Report* contains

- detailed provincial results
- examiners' comments about student performance on the examination
- a blueprint of the examination by reporting category
- the key and difficult level for all questions on the examinations
- sample questions accompanied by commentary

Each *Examiners' Report* provides important information for teachers who wish to interpret their students' results in relationship to provincial results as an ongoing form of program evaluation.

- *School and Jurisdiction Reports*—These reports are made available electronically on the extranet to schools and school jurisdictions after each January and June administration. The *School and Jurisdiction Reports* provide detailed information on how well students in the school and school district, respectively, did on each of the diploma examinations relative to provincial standards. Teachers may use these data to reflect on areas of the program where their students did well and on areas where student performance could be improved.
- *Annual Report, Diploma Examinations Program*—This report contains information about the results achieved by all students who wrote diploma examinations in the preceding school year. It also contains the results of any special study related to the diploma examinations.

Diploma Examinations Program	
Year	Special Studies Topic
1989–90	Comparing Achievement in Various Diploma Examination Courses
1990–91	Different Paths to Success in Diploma Examination Courses
1991–92	Participation Rates in Diploma Examinations Courses
1992–93	Conventions of Language
1993–94	Participation Rates Over Time
1994–95	Grade 12 Enrollment Decline—A Preliminary Assessment
1995–96	Differential Item Performance Between Males and Females on the June 1996 Administration of the Social Studies 30 Diploma Examination
1996–97	Achievement-Over-Time for English 30 and Social Studies 30 Diploma Examinations
1997–98	Special Study: Achievement-Over-Time for the Multiple-Choice Section of the English 30 and Social Studies 30 Examinations, 1989–1998
1997–98	Special Study: Achievement-Over-Time for the Biology 30 Extended Written-Response Question (June 1995 and June 1998 Comparison)

The 1996–97 and 1997–98 annual reports are available on the Internet at the Alberta Learning web site.

- *Previous Examinations:* Copies of previous Mathematics 30, Mathematics 33, Science 30, Physics 30, Chemistry 30, and Biology 30 diplomas examinations and keys are posted on the Alberta Learning web site. English 30, English 33, Social Studies 30, Social Studies 33, and Français 30 examinations are not available on the web site because of copyright restrictions for electronic publication of the source materials on these examinations. However, keys for the multiple-choice parts of all humanities examinations are posted.

You may purchase copies of the diploma examinations from the Learning Resource Distributing Centre (LRDC)

by phone: (780) 427-5775 (toll-free 310-0000)

by fax: (780) 422-9750

on the web: www.lrdc.edc.gov.ab.ca

by mail: 12360-142 Street, Edmonton, AB T5L 4X9

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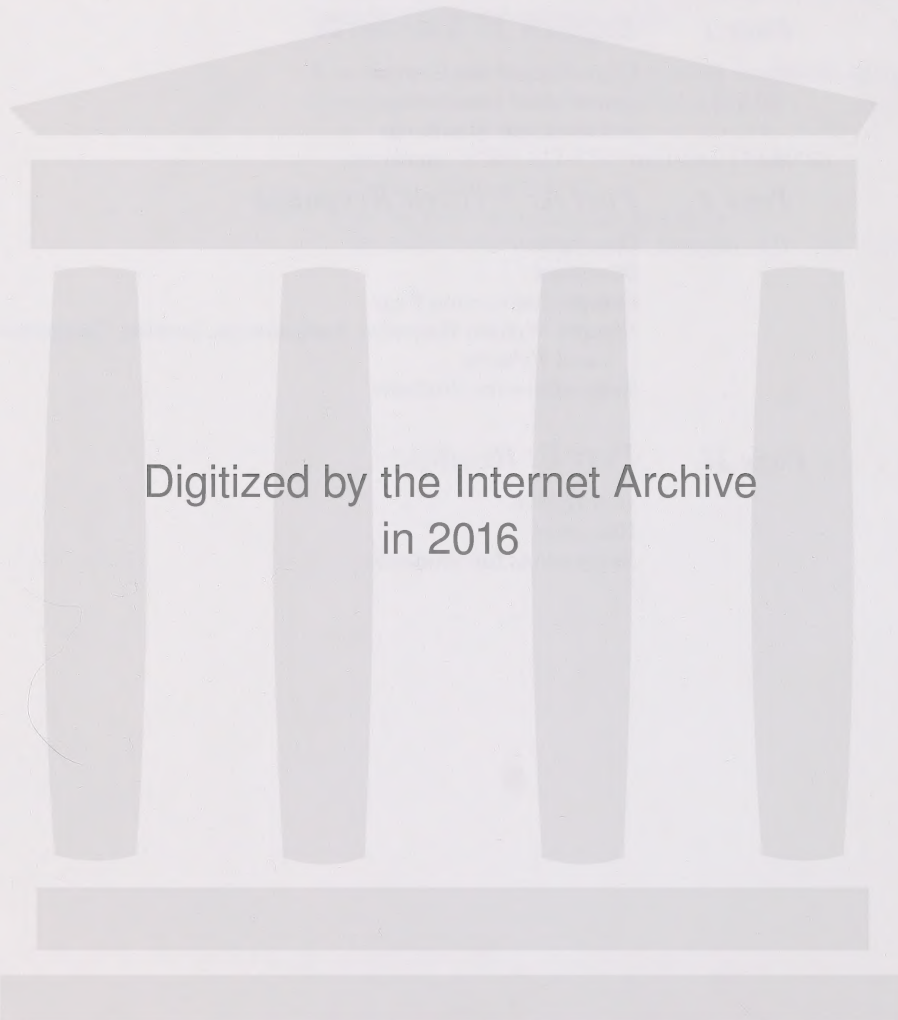
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English 33 Standards

Objectives of the Course

English 33 is designed to foster students' understanding of literature in relation to human experience, and to develop students' skills in using language clearly and correctly in practical situations.

Curriculum Standards

The *Program of Studies* for English 13–23–33 outlines key concepts and skills in five language arts strands: reading, writing, listening, speaking, and viewing. Since these strands are interdependent, skills developed in one area reinforce those in other areas.

Since many English 33 graduates will enter the world of work directly from high school, they are expected to develop those receptive and expressive communication skills essential for success in work and personal situations. Such skills include the selection, organization, and presentation (orally and in writing) of information for a number of purposes and audiences.

English 33 students are expected to develop their understanding of human experience and values as reflected in literature. The course is intended to develop students' insight through practice in reading, writing, listening, speaking, and viewing, and to develop their skills in expressing their ideas and responses in speech and writing.

English 33 students are expected to respond to literature and visual materials from a personal perspective, relating the ideas in literature to their own lives. They are expected to be able to understand and apply basic literary concepts such as irony and metaphor. They are also expected to initiate communication and to respond to the ideas of others through clear and correct speech and writing.

Achievement Standards

Acceptable Standard

Students who attain the *acceptable standard* in English 33 receive a final course mark of at least 50%. Students achieving at or near 50% are able to be clear and correct when speaking or writing about uncomplicated material. They are able to express, orally and in writing, relatively uncomplicated and concrete ideas drawn from their reading, listening, and viewing. They are also able to relate experiences presented in literature to their own experiences.

Students achieving at or near 50% are able to produce speech and writing for specific audiences that are familiar and clearly defined, and for specified purposes that are relatively straightforward. Under these conditions, these students are able to produce discourse that is orderly in structure and generally correct in the conventions of language. However, such students may experience difficulty when the audience is unfamiliar and the purpose of the discourse is multifaceted.

Students achieving at or near 50% are able to understand relatively uncomplicated literature (such as much lyrical and most narrative poetry as well as fiction, non-fiction, and drama) and film in which plot and character are well defined. They are able to understand such literature at the literal level and to make inferences, such as interpreting character traits from a character's actions. Students achieving the *acceptable standard* are able to relate surface features of the literature they read to human experience. They are able to read for a variety of purposes and are able, with assistance if the material is complex or subtle, to discern such features as sequence, cause and effect, and writer's bias.

It is expected that at the provincial level, at least 85% of students will achieve this standard. The percentage of those who meet the acceptable standard includes those who meet the standard of excellence.

Standard of Excellence

Students who attain the *standard of excellence* in English 33 receive a final mark of 80% or higher. These students are able to produce clear and thoughtful speech and writing directed at a variety of audiences to fulfill a variety of purposes. They are able to adjust the manner and substance of their discourse to address unfamiliar situations.

Students achieving the *standard of excellence* are able to express, orally and in writing, thoughtful ideas drawn from reading, listening, and viewing. Their ideas are expressed clearly, effectively, and correctly, often with mature insight and liveliness. Students achieving the *standard of excellence* are able to produce such clear and thoughtful work even when they work independently.

Students achieving the *standard of excellence* are able to understand relatively complicated literature (poetry, fiction, non-fiction, and drama) and film, and to apply basic literary concepts to their reading and viewing. For example, these students perceive foreshadowing and are aware of the way in which elements such as setting and figurative language, contribute to the mood, the atmosphere, and the theme of a work of literature. These students are able to delve beyond the literal level of a work of literature to make inferences from important features of the work. They are able to relate elements of a work of literature to their own feelings, attitudes, and experiences.

It is expected that at the provincial level, about 15% of students will achieve this standard.

Part A: Written Response

Description

Part A: Written Response, worth 50% of the total diploma examination mark, consists of three sections:

- Personal Response to Literature
- Functional Writing
- Response to Visual Communication

Part A: Written Response provides students an opportunity to demonstrate reading, thinking, and writing skills in response to three distinct writing tasks.

Additional References

Part A: Written Response

Students writing Part A: Written Response are allowed to use the following print or electronic references:

- an English language dictionary and/or bilingual dictionary
- a thesaurus
- an authorized writing handbook (for example, *A Canadian Writer's Reference*)

Students and chief presiding examiners must take the responsibility for ensuring that any extraneous material has been cleared from print and electronic references.

Section I: Personal Response to Literature

This assignment directs students, as readers of a given selection, to respond to the selection in the context of a given thematic topic. It provides students with the opportunity to offer their responses to the ideas and effectiveness of a given text. See pages 8 to 11 for a Sample Instruction Page and an assignment taken from an English 33 Diploma Examination.

This assignment tests a student's ability to understand the purpose and effect of a writer's use of detail in communicating ideas and impressions.

Students should write well-supported, carefully constructed compositions. Students should use their own experiences and/or observations to support their opinion. They may extend or develop their responses by referring to literature studied in class as support. (See the scoring criteria beginning on page 12.)

Value: 25% of the total examination mark (Parts A and B)

Scoring: Scores contribute to the total examination mark in the following proportions.

Thought and Detail	10%
Organization	5%
Matters of Choice	5%
Matters of Correctness	5%

Section II: Functional Writing

This assignment requires the student to write with a specific audience in mind to fulfill a specified purpose within a given context. Usually the student must assume the role of a spokesperson for a group identified in the assignment's hypothetical situation. See pages 16 to 18 for a sample assignment taken from an English 33 Diploma Examination.

This complex assignment tests a student's ability to choose relevant data, synthesize information, organize effectively, and adjust tone and diction to fit a specific purpose, situation, and context.

Value: 15% of the total examination mark (Parts A and B)

Scoring: Scores contribute to the total examination mark in the following proportions:

Thought and Detail	10%
Writing Skills	5%

Section III: Response to Visual Communication

This assignment requires the student to view a black-and-white or colour photograph and then respond in writing to the question, "What idea does the photograph communicate to you?"

This assignment tests a student's ability to form a generalized idea or theme that serves to focus his or her interpretation of the photograph and to use specific details taken from the photograph to support this generalization. See pages 21 and 22 for a sample assignment taken from an English 33 Diploma Examination.

Value: 10% of the total examination mark (Parts A and B)

Scoring: Scores contribute to the total examination mark in the following proportions:

Thought and Detail	5%
Writing Skills	5%

Blueprint

The English 33 Diploma Examination is designed to reflect the curriculum. The blueprint on the following page outlines the design of Part A and illustrates the relationship between the writing assignments and the curriculum concepts from the *Program of Studies for Senior High Schools*.

As well, the blueprint delineates the categories in which summary data will be reported to school jurisdictions and high schools, and the percentage that each section of Part A contributes to the total examination mark. This information is presented in detail in the *Examiners' Report*, which is distributed after the January and June examination administrations.

Blueprint
English 33 Diploma Examination
Part A: Written Response

Description of Writing Assignment	Reporting Category (Scoring Criteria)	Cross-Reference to English 33 Statement of Content*	Proportion of Total Mark By	
			Reporting Category	Section
Personal Response to Literature To respond to the assignment, the student must discuss an aspect of literature from a personal perspective.	Thought and Detail** The student is required to interpret and evaluate literature and demonstrate this understanding in writing.	Concepts 1, 3, 4, 6, 7, 8, 9, 12	10%	25.0%
	Organization The student is required to develop a unified theme or thesis through an appropriate method of organization.	Concepts 2, 3, 4	5%	
	Matters of Choice The student is required to use words and syntactic structures effectively, and should be able to adjust language and syntax to suit purpose, subject, and audience.	Concepts 3, 4	5%	
	Matters of Correctness The student is required to communicate clearly by adhering to the conventions that are appropriate to written expression (mechanics, usage, and grammar).	Concept 3	5%	
Functional Writing This is a practical application assignment. The student is required to write within a given situation or context.	Thought and Detail The student is required to identify audience and purpose for writing, and select details appropriate to audience and development of purpose.	Concepts 1, 2, 3, 4, 5, 11	10%	15%
	Writing Skills The student is required to communicate clearly, effectively and correctly in writing.	Concepts 3, 4, 5	5%	
Response to Visual Communication The assignment is connected to a photograph. The student is required to form a generalized idea or theme about a photograph's message and to support this generalization with selected details.	Thought and Detail The student is required to form a generalization about the form and content of a piece of visual communication and to support this generalization with appropriate detail.	Concepts 1, 2, 3, 4, 13, 14, 16, 17	5%	10%
	Writing Skills The student is required to communicate clearly, effectively and correctly in writing.	Concepts 3, 4, 5	5%	
Proportion of Total Examination Mark			50.0%	50.0%

*From the *Program of Studies for Senior High Schools*, pages 152(i)-152(v), and the *Senior High Language Arts 1982 Curriculum Guide*, pages 12–20

**Many reading concepts in the English 33 Statement of Content are included in Thought and Detail. The student has the opportunity, while writing Part A, to present his or her own response to literature and to demonstrate their achievement of curriculum concepts also tested in Part B: Reading.

Sample Instruction Page

English 33 Part A: Written Response Grade 12 Diploma Examination

Description

Part A: Written Response contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections.

- **Section I:**
Personal Response to Literature

Value 25% of total examination mark

- **Section II:**
Functional Writing

Value 15% of total examination mark

- **Section III:**
Response to Visual Communication

Value 10% of total examination mark

Time: This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

Budget your time carefully.

Instructions

- You may use the following print or electronic references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook

- Complete all **three** sections.

- Space is provided in this booklet for planning and for your written work.

- Use blue or black ink for your written work.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the pages indicated for word-processed work for each section. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet.
Feel free to make corrections and revisions directly on your written work.

Sample Written Response Assignments, Scoring Categories and Criteria

Sample

Section I: Personal Response to Literature Assignment

Read the following excerpt and complete the assignment.

from REMINISCENCES OF A CANADIAN FILM-MAKER

Anne Wheeler grew up in Edmonton and is now working out of Vancouver. The following excerpt is from the speech that she gave at the 1993 Spring Convocation at Brock University, where she was granted an honorary doctorate degree.

When I graduated in science, 1967, Canada's centennial year, there was a new sense of optimism in this country. We had the sense that anything was possible, that we were free to explore the boundaries, that our place was secure and we could risk a few years to travel and mull over our life course.

Like many young people of the times, I decided to wander. We travelled all over the world, making it from one place to another for as little money as possible. From Cairo to Nairobi—for five dollars—by barge and camel. From Athens to Beirut—for six dollars—on fishing boats and buses. The real prize went to the traveller who went off the beaten path to places unheard of.

It was with a similar attitude that I began my work in film. It was an unlikely challenge that came my way, and I enthusiastically dove in, not really knowing where the road would lead me. Every story has led to another, and the most precious ones are those undiscovered by fellow film-makers. Often they are the most personal of films. They feed my curiosity to know myself and consequently the nature of humanity.

It was in 1970 that I came home from travelling in Africa and heard of a government grant that had been awarded to a group of dental students who were supposed to do a province-wide campaign encouraging Albertans to brush their teeth. I convinced them to make four one-minute commercials. A group of old friends of mine were making films with a wind-up camera, and I approached them with the project. A few days later we were writing scripts. Dental students and film-makers joined together to bring personal hygiene to our people. These public service commercials were subsequently picked up by the Canadian Dental Association and were aired nationally for years.

Heady with our success, we decided to form a company: nine men and myself. Passionate about being Western Canadian, we shared a sense of purpose.

It was not unlike travelling through a strange land. We were all university graduates in the arts or sciences. Among us we had a wide spectrum of skills, although we knew nothing about film-making, business, or technology. But in strange and unexpected ways, our collective experience, our education, our talents, when pooled together, served us well when problems arose to confront us.

Continued

There was fresh excitement about regionalization in Canada at that time. The ideas of song-writers, painters, dancers, and film-makers were laced across the country. Reflecting our national diversity was passionately pursued. Our films were wild and unexpected. We were like young travellers, delighted with the journey.

As a traveller, I remember camping in Uganda, when I heard the sound of drums coming from near and far. People were dancing on the roads and drinking on the backs of trucks. Someone told us that the government had been overthrown and a new leadership had been assumed. Neither myself nor my travelling mate, Barbara Simpson, could make out the new leader's name. We thought people were saying "Amen." Of course, they were saying "Amin," and we were in his home town. The people were overjoyed. Innocently, we thought that if they were celebrating in this little place, that in Kampala, the capital, there would be a real festival. We hopped in our car and headed out down the road.

A few minutes later we had a flat tire. It was very difficult to find someone who would fix it. A young boy told us he knew how and managed to patch it. Again we headed down the road towards Kampala. Again the tire went flat. This happened four times that day. Each time the tire went flat we would have to wander the countryside, looking for someone who could fix it. Until finally, we knew how to fix it ourselves.

It was like that at Filmwest. Our equipment was a joke. Our camera was driven by a car battery which we slung in a belt over our shoulders. The acid would eat holes in our clothing. We were far away from any center of training. We had to ask, to watch, to figure things out. We made mistakes.

The first time I was sent out to use a motion picture camera on my own, I had to rent a camera with no instructions. Ours was broken. My assignment was to film the members of the Saddle Lake Reservation, up near St. Paul, who were cultivating some land for the first time. I was to be strapped into a plane to take aerials of the crops being sprayed. I managed to get the camera loaded, the image focused, and my stomach down. I shot all day, feeling quite pleased with myself. It wasn't until the film came back from the lab that my partners and I realized that I had held the camera upside down for the entire day. The images were great, but they were most definitely upside down!

What to do? The clients were coming to see the footage and we couldn't afford to look unprofessional. We quickly came up with a solution. We bolted the projector to the ceiling, upside down, and hung curtains all around it. The screening went well, and eventually we figured out how to rectify the image on the film itself.

Anne Wheeler

Anne Wheeler. "Reminiscences of a Canadian Film-maker" from *Brock Education*, Winter/Spring 1994. Reprinted by permission of Brock Education.

Sample

Section I: Personal Response

to Literature Assignment (continued)

THE ASSIGNMENT

In the excerpt from “Reminiscences of a Canadian Film-maker,” Anne Wheeler talks about the importance of feeling free to explore the boundaries of experience. She suggests that success comes to those who are inventive and daring enough to accept a challenge and learn from experience.

What is your opinion of the idea that personal growth and confidence comes to those who can seek out a challenge or take a risk?

In your writing, you should

- consider the experiences described in the excerpt
- use your own experiences and/or observations to support your opinion

You may also refer to other literature that you have studied.

Present your ideas in PROSE.

**Scoring Categories and
Criteria for 1999–2000**
**Section I: Personal
Response to Literature**

Thought and Detail (10% of total examination mark)
Curriculum Concepts 1, 3, 4, 6, 7, 8, 9, 12

When marking **Thought and Detail**, the marker should consider how effectively

- the assignment is addressed
- the detail supports and/or clarifies the response

Because students' responses to the *Reader's Response Assignment* vary widely—from philosophical discussions to personal narratives—evaluation of the reader's response on the diploma examination will be in the context of Louise Rosenblatt's suggestion:

*The evaluation of the answer would be in terms of the amount of evidence that the[student] has actually read something and thought about it, not a question of whether necessarily he has thought about it in the way an adult would, or given an adult's "correct" answer.*¹

Excellent (E/5)

An insightful understanding of the reading selection is demonstrated. The student's opinion, whether directly stated or implied, is perceptive and confident. Support is well defined and effective.

Proficient (Pf/4)

A well-considered understanding of the reading selection is demonstrated. The student's opinion, whether directly stated or implied, is thoughtful and appropriate. Support is well defined and relevant.

Satisfactory (S/3)

A defensible understanding of the reading selection is demonstrated. The student's opinion, whether directly stated or implied, is conventional and plausible. Support is general but functional.

Limited (L/2)

An understanding of the reading selection may be evident but is vaguely demonstrated or is not always defensible or sustained. The student's opinion may be superficial. Support is scant, and/or vague, and/or redundant.

Poor (P/1)

An implausible conjecture concerning the reading selection is suggested. The student's opinion, if present, is irrelevant or incomprehensible. Support is inappropriate, inadequate, or absent.

Insufficient (INS)

The marker can discern no evidence of an attempt to fulfill the assignment, or the writing is so deficient in length that it is not possible to assess Thought and Detail.

¹Rosenblatt, Louise. "The Reader's Contribution in the Literary Experience." An interview with Lionel Wilson in *The English Quarterly* 1 (Spring, 1981): 3–12.

Continued

**Scoring Categories and
Criteria for 1999–2000
Section I: Personal
Response to Literature
(continued)**

Organization (5% of total examination mark)
Curriculum Concepts 2, 3, 4

When marking **Organization**, the marker should consider how effectively the writing demonstrates

- unity and consistency
- clarity and coherence

Excellent (E/5)	Sentences and paragraphs develop the ideas and explanations smoothly and coherently. The response flows to an appropriate and effective closure. A focused and sustained idea controls the response.
Proficient (Pf/4)	Sentences and paragraphs develop ideas and explanations coherently. The response moves to an appropriate closure. A focused idea controls the response.
Satisfactory (S/3)	Sentences and paragraphs develop ideas and explanations. The response moves to a functional closure. An idea controls the response although coherence may falter on occasion.
Limited (L/2)	Relationships between sentences and between paragraphs are frequently unclear. The response is ineffectively focused.
Poor (P/1)	Sentences and paragraphs are not coherently related. The response is non-functional, vague, and/or unfocused.

Continued

**Scoring Categories and
Criteria for 1999–2000
Section I: Personal
Response to Literature
(continued)**

Matters of Choice (5% of total examination mark)

Curriculum concepts 3, 4

When marking **Matters of Choice**, the marker should consider the extent to which the writer's choices contribute to the effectiveness of the composition. The marker should consider

- diction, including connotative language, imagery, idiomatic expressions, dialect
- syntax, including such choices as parallelism, balance, inversion, sentence length, and variety

THE CONTRIBUTION OF STYLISTIC CHOICE TO THE CREATION OF VOICE MUST ALSO BE CONSIDERED.

Excellent (E/5)	Diction is appropriate and precise. Many sentences have been successfully structured for effect. Choices evident in the writing are usually effective and sometimes polished.
Proficient (Pf/4)	Diction is appropriate and generally effective. Many sentences appear to have been purposefully structured for effect. Choices evident in the writing are often effective.
Satisfactory (S/3)	Diction is appropriate but may be general rather than specific. Sentence structure is generally straightforward and clear. Choices evident in the writing are occasionally effective.
Limited (L/2)	Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Choices evident in the writing are often ineffective.
Poor (P/1)	Diction is inaccurate and/or vague. Sentence structures are misused to such an extent that clarity suffers. Choices evident in the writing are ineffective.

Continued

*Scoring Categories and
Criteria for 1999–2000
Section I: Personal
Response to Literature
(continued)*

Matters of Correctness (5% of total examination mark)
Curriculum Concept 3

When marking **Matters of Correctness**, the marker should consider the correctness of

- sentence construction (completeness, consistency, subordination, coordination, predication)
- usage (accurate use of words according to convention and meaning)
- grammar (agreement of subject–verb/pronoun–antecedent, pronoun reference, consistency of tense)
- mechanics (spelling, punctuation, capitalization)

PROPORTION OF ERROR TO COMPLEXITY AND LENGTH OF RESPONSE MUST ALSO BE CONSIDERED.

Excellent (E/5)	This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances.
Proficient (Pf/4)	This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or in complex language structures are understandable considering the circumstances.
Satisfactory (S/3)	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.
Limited (L/2)	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.
Poor (P/1)	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.

Sample

Section II: Functional Writing Assignment

Read the situation described below and use it to complete the assignment that follows.

THE SITUATION

The Nalwen High School Graduation Council, consisting of student, staff, and parent representatives, invited several companies to submit design and cost proposals for graduation rings. Members of the graduation council selected submissions from three companies to take to the Grade 12 student body for final approval—the submission from Wartons, a national organization, the one from Davcar, an Alberta company, and the one from Nalwen Goldsmiths, a local jewelry store. The Grade 12 students voted by secret ballot and selected Davcar to be their supplier. All other applicants were informed of this decision. Mr. John C. Reyburetti, the owner of Nalwen Goldsmiths, wrote a letter to the editor of *The Nalwen News* stating that the selection process was unfair. He also criticized the school for failing to support a community business. (See Mr. Reyburetti's letter to the editor on page 17.)

You are a student representative on the Nalwen High School Graduation Council. You participated in all of the steps involved in choosing a company to provide rings for Nalwen students. (See the outline of steps in the selection process on page 17.)

The graduation council has asked you to write a letter to the editor of *The Nalwen News* explaining why Mr. Reyburetti's proposal was rejected. **You must convince Nalwen residents that the selection process used by the graduation council was both open and fair.**

You have a copy of the Graduation Ring Presentation Comparison Chart that was made available to the Grade 12 students. You also have a copy of the results of the student vote. (See page 18.)

THE ASSIGNMENT

Write a letter to the editor that will convince Nalwen residents that the process followed by the graduation council to select a supplier of graduation rings for the Grade 12 students at Nalwen High School was both open and fair.

In preparing your letter BE SURE to

- state your purpose
- support your purpose with specific details (use the information on pages 17 and 18)
- use an appropriate tone
- sign your letter Pat Jones, Nalwen High School Graduation Council

Continued

Sample

Section II: Functional Writing Assignment
(continued)

Letter to the Editor from *The Nalwen News*,
June 15, 1998

NHS Shows Lack of Support for Local Business

The next time someone from the high school requests support for student travel or sports equipment, think twice before you write a cheque, because there is no guarantee that the high school will support local businesses in return.

I recently took a proposal for school rings to the Nalwen High School Graduation Council. I had spent hours developing a design featuring the city logo and working out a price that would allow a small margin of profit for me. I took additional time to present my proposal to the members of the graduation council—all to find that I was passed over for a bigger company that doesn't even pay taxes in this area.

I think that the selection process was unfair. For instance, I was the last one scheduled to make a presentation, which put me at a disadvantage. I don't have glossy brochures or a dozen different ring styles to choose from like the bigger companies. When I mentioned that I had donated money to help with the formation of a local football team for Nalwen teens, no one was impressed.

Students made the final decision and they don't pay taxes. They don't even buy the rings—their parents do. Besides, how meaningful is a school ring that was made somewhere else? I believe that the graduation council gave a biased view to the rest of the students. There is a rumour that the bigger company promised free rings to the students on the graduation council—something I can't afford to do.

The parents on that committee and the teachers in that school should know better than to let kids make important decisions like this. Instead, parents and teachers should encourage students to support a local business.

John C. Reyburetti
Nalwen Goldsmiths

Process Used by the Nalwen High School Graduation Council to Select a Graduation Ring Supplier

Step One

Graduation council sent letters of request to five companies that supply graduation rings to high schools.

Step Two

Three companies were selected by the graduation council to present proposals. (Selection was based on the information included in the companies' return letters.)

Step Three

The three companies that were selected made presentations to graduation council. (The order of presentation was determined by the dates of the return letters.)

Step Four

Graduation council created a Graduation Ring Presentation Comparison chart that was based on the information included in the three companies' proposals.

Step Five

Grade 12 students were informed of the proposals from the three companies and voted for graduation ring supplier by secret ballot.

Step Six

All five companies originally contacted were informed of the final decision.

Continued

Sample

Section II: Functional Writing Assignment
(continued)

Grad Ring Presentation Comparison

	Wartons Canada	Davcar Alberta	Nalwen Goldsmiths
Ring Style	Traditional Elegant Artistic Modern	Traditional Classic International Studio	Traditional •Men's •Women's
Metal Choice	Gold: 10K, 14K, 18K Lustremix (gold and silver)	Gold: 10K, 14K, 18K Sterling Silver	Gold: 14K, 18K
Stone Choice	All birthstones Mother-of-Pearl Black onyx	All birthstones Mother-of-Pearl Black onyx	All birthstones
Side Panel Choice	Vocational/academic Athletic Zodiac Canadian provinces	Vocational/academic Athletic Student clubs Student government	City logo
Extended Service	Three-year coverage against loss or damage. (Additional cost at time of purchase.) Free resize.	Three-year coverage against loss or damage. (Davcar will repair or replace ring for no charge.) Free resize.	Resize at minimal cost.
Cost	Gold: \$289, \$329, and \$449 Lustremix: \$209	Gold: \$289, \$329, and \$449 Sterling Silver: \$149	Men's: \$399 and \$549 Women's: \$329 and \$499
Other Graduation Services Provided	Publisher of Nalwen High School Yearbook, Photographer and supplier of school pictures	Supplier of Nalwen High School Graduation caps and gowns	N/A
Community Support	N/A	N/A	Sponsor of Nalwen Community football team

Results of Student Vote on Graduation Ring Supplier

	Wartons Canada	Davcar Alberta	Nalwen Goldsmiths
Number of Students	Males: 113 Females: 96	Males: 296 Females: 342	Males: 20 Females: 28

*Scoring Categories and
Criteria for 1999–2000
Section II: Functional Writing*

Thought and Detail (10% of total examination mark)
Curriculum Concepts 1, 2, 3, 4, 5, 11

When marking **Thought and Detail**, the marker should consider

- awareness of audience (appropriateness of tone)
- effectiveness of development
- how well the assignment is addressed and the purpose fulfilled

Excellent (E/5)	A precise awareness of audience is effectively sustained. Development of topic or function is clearly focused and effective. Significant information is presented, and this information is enhanced by precise and appropriate details that effectively fulfill the purpose.
Proficient (Pf/4)	Awareness of audience is clearly sustained. Development of topic or function is generally effective. Significant information is presented, and this information is substantiated by appropriate details that efficiently fulfill the purpose.
Satisfactory (S/3)	Awareness of audience is generally sustained. Development of topic or function is adequate. Sufficient information is presented, and this information is supported by enough detail to fulfill the purpose.
Limited (L/2)	Awareness of audience is evident but is not sustained. Development of topic or function is vaguely focused and ineffective. Essential information may be missing. Supporting details are scant, insignificant, and/or irrelevant. The purpose is only partially fulfilled.
Poor (P/1)	Little awareness of audience is evident. Development of topic or function, if present, is obscure. Essential information is missing, and supporting details are inappropriate or lacking. The purpose is not fulfilled.
Insufficient (INS)	The marker can discern no evidence of an attempt to fulfill the assignment, or the writing is so deficient in length that it is not possible to assess Thought and Detail.

Continued

**Scoring Categories and
Criteria for 1999–2000**

**Section II: Functional Writing
(continued)**

Writing Skills (5% of total examination mark)
Curriculum Concepts 3, 4, 5

When marking **Writing Skills**, the marker should consider the extent to which the writing demonstrates control of

- diction
- syntax
- mechanics
- grammar

PROPORTION OF ERROR TO COMPLEXITY AND LENGTH OF
RESPONSE MUST ALSO BE CONSIDERED.

Excellent (E/5)	The selection and use of words and structures are effective. This writing demonstrates confident control of sentence construction, usage, grammar, and mechanics.
Proficient (Pf/4)	The selection and use of words and structures are frequently effective. This writing demonstrates competent control of sentence construction, usage, grammar, and mechanics.
Satisfactory (S/3)	The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of sentence construction, usage, grammar, and mechanics.
Limited (L/2)	The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of sentence construction, usage, grammar, and mechanics.
Poor (P/1)	The selection and use of words and structures are ineffective. This writing demonstrates lack of control of sentence construction, usage, grammar, and mechanics.

Sample
Section III: Response to
Visual Communication
Assignment



—Photograph by Cornell Capa from *Photographs and Their Images*. © Cornell Capa/Magnum Photos.
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Sample

***Section III: Response to
Visual Communication
Assignment (continued)***

Examine the photograph on page 21. Write a unified and coherent composition in response to the assignment that follows.

THE ASSIGNMENT

What idea does the photograph communicate to you?

Reminders for Writing

- consider the details in the photograph
- identify a main idea communicated by the photograph

Explain your idea by referring to the photograph. You may also refer to the photographer's choices to support your idea.

INITIAL PLANNING

Space is provided here for your initial planning.

Idea communicated:

Support:

*Scoring Categories and
Criteria for 1999–2000
Section III: Response to
Visual Communication*

Thought and Detail (5% of total examination mark)
Curriculum Concepts 1, 2, 3, 4, 13, 14, 16, 17

When marking **Thought and Detail**, the marker should consider

- how effectively the discussion of the photograph and/or the photographer's choices supports the generalization
- the plausibility and consistency of the generalized idea that explains the photograph's meaning
- unity and coherence

Excellent (E/5)	The response to the photograph is perceptive and confident. Support is effective and purposefully chosen. The writing flows smoothly and coherently.
Proficient (Pf/4)	The response to the photograph is well-considered and thoughtful. Support is relevant and detailed. The writing is coherent.
Satisfactory (S/3)	The response to the photograph is conventional and straightforward, and may be in the form of maxim or moral. Support is relevant, but tends to be generalized. Coherence may falter on occasion.
Limited (L/2)	The response to the photograph is vague or uncertain. Support is inappropriate, unclear, or simply listed. Relationships between sentences and between paragraphs are frequently unclear.
Poor (P/1)	The response to the photograph is inappropriate or incomprehensible. Support is irrelevant, inaccurate, or absent. Sentences and paragraphs are not coherently related.
Insufficient (INS)	The marker can discern no evidence of an attempt to fulfill the assignment, or the writing is so deficient in length that it is impossible to assess Thought and Detail.

Continued

*Scoring Categories and
Criteria for 1999–2000
Section III: Response to
Visual Communication
(continued)*

Writing Skills (5% of total examination mark)
Curriculum Concepts 3, 4, 5

When marking **Writing Skills**, the marker should consider the extent to which the writing demonstrates control of

- diction
- mechanics
- syntax
- grammar

PROPORTION OF ERROR TO COMPLEXITY AND LENGTH OF RESPONSE
MUST ALSO BE CONSIDERED.

Excellent (E5)	The selection and use of words and structures are effective. This writing demonstrates confident control of sentence construction, usage, grammar, and mechanics.
Proficient (Pf/4)	The selection and use of words and structures are frequently effective. This writing demonstrates competent control of sentence construction, usage, grammar, and mechanics.
Satisfactory (S/3)	The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of sentence construction, usage, grammar, and mechanics.
Limited (L/2)	The selection and use of words and structures are frequently ineffective. This writing demonstrates faltering control of sentence construction, usage, grammar, and mechanics.
Poor (P/1)	The selection and use of words and structures are ineffective. This writing demonstrates lack of control of sentence construction, usage, grammar, and mechanics.

Suggestions for Students

Teachers may wish to share with their students the following suggestions for preparing to write Part A of the English 33 Diploma Examination.

General Suggestions

- **Use your time wisely.** Use your time to carefully *read* the assignments and *think* about what you are being asked to do. *Plan* your writing so that it is focussed, unified, and coherent. *Edit* your writing for content and for style. *Proofread* your writing and correct your errors.
- **Read all the instructions carefully and do what the assignments ask you to do.** The time you spend in reading and thinking about the assignments is time well spent. Many students find that highlighting or underlining key words in the assignments helps them to focus on what is expected.
- **Use your reference materials.** You are allowed the use of a print or electronic English language and/or bilingual dictionary, thesaurus, and writing handbook when writing Part A. Use your dictionary to look up the meanings of words that you want to use or to check the spelling of words. Use your thesaurus very carefully. Do *not* use a synonym from your thesaurus if you do not know its connotative meaning.
- **Use specific details to support your ideas.** You are more likely to earn a good mark for Thought and Detail if you include details in your writing. Rather than simply *telling* your readers by writing one general statement after another, *show* your readers what you mean by using illustrations and precise details.
- **Keep in mind** that in all assignments, a mark of Insufficient for Thought and Detail results in Insufficient for in all other categories.
- **Proofread your work** and correct your errors directly on your written work, even if you are using a word processor.

Continued

**Suggestions for Writing
Section I: Personal
Response to Literature**

- **Answer the question in the assignment box by referring to *pertinent elements* from the reading selection.** Do *not* write an event-by-event summary of the reading selection; do *not* simply restate what happened.
- **Answer the question in the assignment box by referring to a number of sources.** These could include appropriate personal experiences with family or friends, appropriate literary selections you have studied, or even appropriate illustrations from current events or films.

**Suggestions for Writing
Section II: Functional Writing**

- **Keep in mind the characteristics of effective functional writing:**
 - awareness of audience (appropriateness of tone and use of correct language)
 - completeness of information (enough detail to fulfill the purpose)
 - relevance of information (all details pertain to the purpose)
 - clarity of information (all details are easily understood by the reader)

**Suggestions for Writing
Section III: Response to
Visual Communication**

- **Determine a generalized idea or theme that conveys the “message” of the photograph.** Look at the details that are in the photograph. Think about how those details come together to contribute to what the photograph is “saying.”
- **Support your generalization by referring to details from the photograph.** Explain how the details in the photograph contribute to what the photograph is “saying.” (You may also consider the choices that the photographer appears to have made as support for the “message” of the photograph). The photographer’s choices may include camera angle, plane of focus, framing and cropping, centring, use of texture, use of light and shadow, effects of colour.

Part B: Reading

Description

Readings

Part B: Reading is worth 50% of the total diploma examination mark. Part B consists of 70 multiple-choice questions based on readings from fiction, non-fiction, poetry, and modern drama. These readings are chosen on the basis of their literary merit, the level of challenge that they represent as appropriate for graduating English 33 students, and the breadth of cultural backgrounds that they represent. They are, in other words, chosen to reflect the curriculum. The reading selections are provided with introductory preambles or explanatory notes whenever such additional information is necessary or appropriate to establish context. Brief notes accompany each author's name to further clarify the context for the student. Footnotes are provided wherever necessary.

One set of questions is based on a "revision exercise" conducted by Robin Smith (a fictitious student) of Nalwen High School in Nalwen, Alberta (also fictitious).

Questions

The questions on the reading examination progress through each selection in a manner that is valid and consistent. Teacher committees provide the direction for questioning that represents a legitimate examination of the text under the restrictions of a multiple-choice format.

To compensate for the restrictions inherent in the multiple-choice format, questions and answers are designed to be instructive, stimulating, and valid. Each reading selection is to be responded to as a whole and is "discussed" in the questions through both specific and detailed analyses and general or holistic conclusions. The questions are designed to lead students through the text while allowing them to demonstrate their skills and knowledge.

The questions on each genre are designed to reflect the inherent nature of the genre; for example, the set of questions on a given poem attempts to acknowledge the poetic aspects of that poem through the use of carefully chosen quotations that reflect effective patterns of sound, image, and meaning. It is hoped and expected that students will "hear" the poem as they are reading it. Likewise, the questions on dramatic excerpts are designed to acknowledge the dramatic aspects of the text; it is hoped and expected that students will "see" and "hear" the given scene within the context in which it is presented, as they read it.

Course Content Categories

The questions examine students' skills in the following course content areas:

- understanding meanings (main ideas and details)
- understanding and interpreting the relationship between form and content
- understanding and interpreting human experience and values as expressed through literature
- knowledge of revision and editing

Thinking Skill Categories

The questions are developed to assess the following thinking skills:

- understanding literal meaning
- drawing inferences and applying knowledge
- evaluating the ideas, techniques, and values presented in the reading selections

Blueprint

The English 33 Diploma Examination is designed to reflect the curriculum. The blueprint on the following page outlines the design of Part B. It delineates the relationship between examination content and curriculum concepts, and shows the course content categories and thinking skills under which questions are classified and data are reported. Questions are classified according to the course content categories of meanings (main ideas/details), relationship between form and content, human experience and values, and knowledge of revision and editing, and according to the thinking skills of literal understanding, inference and application, and evaluation. The blueprint shows the approximate proportion of the total examination mark for each course content category and level of thinking skill.

Blueprint
English 33 Diploma Examination
Part B: Reading

<i>Question Type by Course Content Category</i>	Cross-Reference to English 33 Statement of Content*	<i>Question Type by Thinking Skills</i>			Proportion of Total Exam Mark
		Literal Understanding	Inference and Application	Evaluation	
1. Meanings (Main Ideas/Details) The student is required to demonstrate thoughtful understanding and critical evaluation of texts** by recognizing, interpreting, and evaluating the writer's purpose and main ideas, and the statements and supporting details presented in texts.	Concepts 6, 7, 8, 10, 12, 13, 16				21%
2. Relationship between Form and Content The student is required to demonstrate understanding of general characteristics of literary forms and relationships between form and purpose. The student is expected to understand how elements such as organization, style, point of view, mood, and tone influence the effect of a particular work.	Concepts 6, 8, 10, 13, 14, 16, 17				12%
3. Human Experience and Values The student is required to understand and interpret values expressed through literature. The student should understand and interpret personalities and motives of characters, and the effect of setting on character, mood, tone, and action.	Concepts 6, 7, 8, 9, 13, 14, 16, 17				12%
4. Knowledge of Revision and Editing The student is required to make decisions about appropriate revisions to a piece of writing that is directed to a particular audience for a particular purpose.	Concepts 2, 3, 4, 5				5%
<i>Proportion of Total Exam Mark***</i>		5%	35%	10%	50% (70 questions)

*Concepts are taken from the *Program of Studies for Senior High Schools*, pages 152(i)–152(v), and the *Senior High Language Arts 1982 Curriculum Guide*, pages 12–20

**The examination uses selections from contemporary and traditional short stories, novels, non-fiction (practical and literary), poetry, and modern drama. Literary selections are chosen for their literary merit and are representative of the standard expected of English 33 graduates. Visual materials may also be used.

***Percentages are approximate and will vary depending upon the selections chosen. Part B is worth 50% of the **total** English 33 Diploma Examination mark.

Suggestions for Students

Multiple-choice questions on the English 33 reading examinations are developed to assess students' knowledge and thinking skills. Following are a few suggestions to help you capitalize on your knowledge and skills.

- **Be sure to read the selection and think carefully about it before you answer any of the multiple-choice questions associated with the reading selection.** Each set of multiple-choice questions is designed to take you back through the reading selection in a systematic way. The first questions in the set (usually questions about straightforward elements of the selection) will establish the context for the entire set of questions. The next questions will ask about specific elements of the selection (meanings of words or phrases or figures of speech, effects of rhetorical elements of style or writer's technique, characterization, character traits or attitudes or motivations, relationships between characters, writer's tone, etc.). The last questions in the set will ask about more global elements that are best answered through a consideration of the reading selection as a whole (main idea or theme or thesis, writer's purpose, etc.).
- **Take the time to reread the sections of the reading selection that are indicated in the questions as you work through the set of questions.** Many questions contain quotations from the selection with line references indicated. It is always worthwhile to reread the lines that are referenced and consider the meanings of these lines in their immediate context in the selection and in the context of the selection as a whole.
- **When answering "best answer" questions, be sure to read carefully all four alternatives (A, B, C, and D) before choosing the answer that you think is best.** Some of the questions on the exam are designed to test your powers of judgement. These questions will always include in their stems a bold-faced qualifier such as **best**, **most strongly**, or **most clearly**. All of the alternatives (A, B, C, and D) are, to some degree, correct, but one of the alternatives will be "best" in that it takes more of the reading selection into account or can be supported most strongly by reference to the reading selection.
- **Work from partial knowledge when it is appropriate to do so.** If a correct or best answer does not become obvious to you fairly quickly, you may want to eliminate the answers that seem most wrong and then use your powers of judgement to select an answer from those that remain.

Continued

Aim to extend your vocabulary over time. Some of the reading skills tested on Part B relate directly to the ability to decode word meaning through the implications of context, prefixes, suffixes, derivatives, etc. Since no dictionaries are allowed in the writing of Part B, you will have a distinct advantage if you develop your knowledge and skills in this area.

